

and believe environmental education is an important component. Resulting from the No Child Left Behind Act, which I coauthored, all 50 States have implemented accountability measures in response to increasing concerns about the quality of our Nation's students' elementary and secondary education. I believe this amendment follows this trend by ensuring that environmental education, too, is of a high standard in this country.

While I believe the underlying legislation will help strengthen environmental education in our country, I also believe it is necessary for Congress to move forward with a broader reauthorization of the National Environmental Education Act.

I look forward to working with my colleagues on this vital piece of legislation as we head into next year.

I would just point out with all the discussion we've had on the floor in the last 2 or 3 months about energy and the environment, that education such as this could be very helpful in terms of future Congresses as well.

I urge my colleagues to support H.R. 3036.

Mr. SARBANES. Mr. Chairman, I do want to thank Ranking Member MCKEON and Congressman CASTLE for their support here today for the bill, as well as in committee, and thank Representative CASTLE for his very helpful amendment during the markup.

Ms. WOOLSEY just a moment before mentioned just how this brings children alive, and I want to make one point before I yield to Representative ANDREWS. That is, we had testimony in our hearings for all those who are concerned about this, you know, whether introducing in a meaningful way back into our curriculum things like environmental education and other subjects are somehow going to detract from this important focus on math and reading proficiency, for example.

The testimony that we had from one teacher was that her fourth graders are writing grant applications to local foundations for funding that can help support local projects that they're involved in with their local watershed right there in their own backyard, backyard streams and so forth. And nothing is enhancing their reading and verbal proficiency more than engaging in that exercise. But it's all motivated by their love of the environment.

It is my pleasure now to yield 2 minutes to the gentleman from New Jersey (Mr. ANDREWS).

(Mr. ANDREWS asked and was given permission to revise and extend his remarks.)

Mr. ANDREWS. Mr. Chairman, I rise in support of this very well-thought-out piece of legislation. School districts across our country are struggling economically to pay their bills for their basics, to do the basic things that we've established schools to do. And sometimes some things that they would like to do that are somewhat extra fall by the wayside. Very often they do.

This program builds a competitive grant program where school districts around the country can compete for the most innovative and effective environmental education programs.

This is the field trip that the students might not otherwise have; this is the summer course for the teacher that he or she might not otherwise have; this is investment in the learning materials for the technology that the students might not otherwise have; this is the science fair competition that is centered upon environmental issues that the students might not otherwise have. The beneficiaries of this well-thought-out bill are not simply the students and the teachers and the schools who will benefit from the program, it's the U.S. economy and all of us who depend on it.

The jobs of the future will be jobs that generate new ideas, particularly in the area of alternative energy production. So much of that is intricately tied to environmental education. And it's today's students, today's young people, for whom these ideas will be enlightened and from whom new products will come.

So this is not simply an assistance to America's schools today. I believe it's also an investment in the jobs of the future that the country so badly needs.

I congratulate Mr. SARBANES for his excellent work on this bill. I would hope both Democrats and Republicans support it, and I would urge a "yes" vote.

The CHAIRMAN. The Committee will rise informally.

The Speaker pro tempore (Ms. CLARKE) assumed the Chair.

MESSAGE FROM THE PRESIDENT

A message in writing from the President of the United States was communicated to the House by Ms. Wanda Evans, one of his secretaries.

The SPEAKER pro tempore. The Committee will resume its sitting.

NO CHILD LEFT INSIDE ACT OF 2008

The Committee resumed its sitting.

Mr. MCKEON. Mr. Chairman, I am happy to at this time yield to the gentlelady from North Carolina (Ms. FOXX) such time as she may consume.

Ms. FOXX. Mr. Chairman, I want to thank my colleague from California for yielding me time.

He made a couple of comments earlier, I won't try to repeat everything that he said, but he asked a question; he doesn't know why we're here dealing with this bill that normally would be under suspension and certainly wouldn't be a rule bill, but I agree that we know why we're here: it's to fill time because the majority has so little of consequence for us to deal with when we should be dealing with consequential things such as the American Energy Act.

However, I want to also point out the fact that this bill is not going to solve

all of the problems of the world. It's not going to create the alternative energies that we need. I read the Constitution. I read it fairly frequently. Yesterday we celebrated Constitution Day. And I have searched in vain for the word "education" there. Nowhere did our Founding Fathers just think that the Congress of the United States should be involved in education. That was an issue that they thought best left to the States, and I think it is best left to the States and is not something that we should be dealing with here in the Congress.

Almost every day someone from the majority party comes to the floor and decries the deficit that we're facing. Well, one of the reasons that we're facing a terrible deficit is because the majority party is involved in everything and many things it should not be involved in, especially in education. That is something we should leave to the States. If we did that and left the hard-working people's money at the State level, we would be able to do a lot more than we're currently doing.

But I want to point out the fact that we should be dealing with the American Energy Act. We had a chance this week to do that, and we refused. Bipartisan passage of the American Energy Act would demonstrate to the world that America will no longer keep its rich energy resources under lock and key as the Democrats want to do. Not only will it help bring down the price of gasoline now, but it will make needed investments in the alternative fuels that will power our lives and our economy in the future.

Now as my colleague also mentioned earlier, there's been a very fine survey done. Mr. Chairman, I would like to submit the entire survey for the RECORD today. I want to just point out some of the things that came out in the survey that my colleague had not pointed out.

This survey was launched in July by the Republicans on the Education Committee. It was provided via the Caucus Web site and was sent to education stakeholders all across the country. We asked those people to give us their reactions and the impact on the high cost of energy to the schools. Ninety percent of the people who responded indicated that high gas prices are having an impact on schools in their community. Ninety-six percent of these respondents demanded that Congress do more to address the energy crisis.

"Nearly half of the respondents reported that high fuel costs have forced schools in their community to cut field trips and after-school activities; one-third of respondents reported that high costs forced schools to limit bus routes, and nearly a quarter of respondents reported that rising energy costs have led to higher school lunch prices."

We don't need to create more programs to encourage students to go on field trips. They're not going to be able to go on field trips because there's no